

Spring 1-15-2013

## ENG 3405-002: Children's Literature

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English 3405-002  
Spring 2013  
Children's Literature  
TTR 3:30-4:45 Coleman Hall 3290  
Prof. John David Moore

**Office:** Coleman Hall 3771

**Office Hours:** TTR 8:30-9:30; 11:30-12:30; 2:00-3:30 & by Appointment  
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### **Textbook**

*Essentials of Children's Literature*, 7<sup>th</sup> edition (2011), Lynch-Brown, Tomlinson & Short.

### **Anthologies**

*The Norton Anthology of Children's Literature : The Traditions in English*, (2005), ed. Zipes et al.  
*Folk and Fairy Tales*, 4<sup>th</sup> edition (2009), Hallett & Karasek.

### **Literature**

*Where the Wild Things Are*, Maurice Sendak  
*Tuesday*, David Wiesner  
*Nappy Hair*, Carolivia Herron  
*We Are in a Book!*, Mo Willems  
*Tar Beach*, Faith Ringgold  
*The People Could Fly: American Black Folktales*, Virginia Hamilton  
*I Was a Rat*, Philip Pullman  
*I Saw Esau: The Schoolchild's Pocket Book*, Iona Opie & Peter Opie (Editors), Sendak (Illustrator)

*\*The English Department Faculty no longer has land line phones. Contact me by e-mail before 9 pm if you want a reply before sometime the next day.*

## Course Description

As grown-ups, we bring adult concerns and adult literacy to our reading of children's literature. But we also bring our memories of listening to nursery rhymes and fairy tales, chanting playground rhymes, gazing at picture books, devouring series fiction, and escaping into novels. Both of these perspectives – that of the former child and that of the adult critic – will enrich our discussion of the cultural significance, literary quality, rhetorical context, and ideological content of texts for young children, texts that reveal shifting historical definitions of and cultural attitudes towards their intended readers. This course will cover a lot of ground – historically, culturally, generically, critically – and is intended to provide students with a context for understanding and critically evaluating historical and contemporary children's literature. We will be reading and discussing exemplary works for the young child (birth to age nine?), though we may sometimes cross over the hazy border into pre-adolescence. Students will work individually and in small groups on projects that evaluate child texts beyond the range of those covered on the syllabus. Grading will be managed on the basis of participation, attendance, short written commentaries and questions, group presentations, a formal paper, and a final exam.

## Course Calendar

### Week I Jan. 8-10

- T Introduction to the Course. Problems in Children's Literature: Definitions, Cultural constructions, etc.
- TR Reading: Alphabets. *Norton Anthology of Children's Literature* (NA), 7-30. *Essentials of Children's Literature (Essentials)*, Chapter 1.  
Presentation: Modern Directions in Alphabet Books.

### Week II Jan. 15-17

- T Reading: Primers and Early Readers. "The Art of Making Money Plenty" (NA 70); "A Little Pretty Pocket Book" (NA 129); *Fun With Dick and Jane* (NA 142-43); Arnold Lobel, "Frog and Toad" Stories (NA 145-148); Mo Willems, "We are In a Book!"

- TR    Reading: Nursery Rhymes (Mother Goose Rhymes) and Lullabies. (NA 1132-1147)  
      Presentation: Illustrating Mother Goose.

**Week III** Jan. 22-24

- T      Reading: Animal Fables. (NA 387-412)
- TR    Presentation: Modern Fables and Illustrated Fable Editions for Young Readers.  
      Reading: Mythology: Revision and Adaptation. Classical Myths (NA 423-443); Myths from Other Cultures (Handout)

**Week IV** Jan. 29-31

- T      Reading: Early Instructive Poetry for Children. *Songs for the Little Ones at Home* (Handout); *Essentials*, Chapter 4.
- TR    Reading: Poetry for Children. Selections from Robert Louis Stevenson, *A Child's Garden of Verses* (NA 1182, 1183, 1185, 1189, "Autumn Fires " 1198, "To Any Reader" 1200.  
      Presentation: Current Writers of Poetry for Young Readers.

**Week V** Feb. 5-7

- T      Reading: Poetry by Children. Written Poetry (Handout), Opie & Sendak, *I Saw Esau: The Schoolchild's Pocket Book*.
- TR    Reading: Jacob & Wilhelm Grimm in Hallett & Karasek. *Folk and Fairy Tales* (FFT). "Brier Rose" 77; "Hansel and Gretel" 142; "Snow White" 147; "Rapunzel" 154; "The Frog King, or Iron Heinrich" 189; "Rumpelstiltskin" 227; "The Fisherman and His Wife" 229; "The Goose Girl" 227-281.

**Week VI** Feb. 12-14

- T      Reading: Grimm. Discussion Continued. *Essentials*, Chapter 6.

- TR    Reading: Charles Perrault's *Contes de la Mere L'Oye*. "The Sleeping Beauty in the Wood" (FFT 71); "Cinderella or the Little Glass Slipper" 97; "Puss in Boots" 224; "Bluebeard" 223. Madame Leprince de Beaumont, "Beauty and the Beast" 171.

**Week VII** Feb. 19-21

- T       Reading: Perrault and Other Cinderella Versions. (FFT 102-117); "Disney Revisited" FFT 386; James Poniewozik, "The End of Fairy Tales?" FFT 394.  
Presentation: The Cinderella Problem. Debates and Alternatives.
- TR    Reading: Hans Christian Andersen. "The Nightingale" NA215; "The Ugly Duckling" FFT 161; "The Emperor's New Clothes" FFT237

**Week VIII** Feb. 26-28

- T       Reading: Andersen Discussion Continued.  
Presentation: "The Ugly Duckling" and Children's "Self-Esteem" Literature."
- TR    Reading: "Little Red Riding Hood": Transformations of a Folk Tale. FFT 27-46; 61. NA 348-380.

**Conference Paper Due**

**Week IX** Mar. 5-7

- T       Reading: Multicultural Folk Tales. Julius Lester, "Jack and the Devil's Daughter" NA 318; Laurence Yep, "The Phantom Heart" NA329; Michael Lacapa, "Antelope Woman: An Apache Folktale" NA336. Julius Lester, "The Death of Brer Wolf" FFT 218  
Presentation: Non-Western Folk Tales for Children.
- TR    Reading: Virginia Hamilton, *The People Could Fly; Essentials*, Chapter 11

**Spring Break**

**Week X Mar. 19-21**

T     Reading: *The People Could Fly*

TR    Reading: Images of Minorities in Children's Fiction and picture books.

Herron, *Nappy Hair*; Ringgold, *Tar Beach*

Presentation: Past and Present Images of Minorities in Children's Books

**Week XI Mar. 26-28**

T     Reading: Picture Books. *Essentials*, Chapter 5; David Wiesner, *Tuesday*.

TR    Reading: Picture Books. Self-Selected Examples

Presentation: Comic Books and Graphic Novels

**Week XII Ap. 2-4**

T     Reading: The Marriage of Pictures and Text. Beatrix Potter, "The Tale of Peter Rabbit," "The Tale of Squirrel Nutkin" (on-line at Project Gutenberg – [www.gutenberg.org](http://www.gutenberg.org)).

TR    Reading: B. Potter and her descendants.

Presentation: Modern Moral Animal Stories

**Week XIII Ap. 9-11**

T     Reading: Philip Pullman, *I Was a Rat*; *Essentials*, Chapter 7.

Presentation: Some Modern Fantasy for Young Readers

TR    Reading: *I Was a Rat*

**Week XIV Ap. 16-18**

Activities to be announced

**Week XV Ap. 23-25**

T     To be announced

TR    LAST CLASS DAY

## **Course Requirements/Assignments**

### **Regular written reading responses: Observations or Discussion Questions**

For each class session you will turn in a typewritten response that may be in the form of a developed question or one or two observations on the assigned reading that invite class discussion, analysis and reflection. These must be one page minimum and will be graded on the basis of their clarity, usefulness and evidence of attentive and thoughtful reading of the assigned texts. Each class session will begin with one student reading his or her response aloud to start discussion. You will receive grades for these responses twice before mid-term and twice before the end of the semester.

### **Researched Conference Paper**

A 7-9 page typewritten paper written in a form appropriate for delivery at a conference session for interested literature professionals in Elementary Education. The paper will be preceded by an annotated bibliography and a formal 3 page proposal. The finished paper will be due in the 8<sup>th</sup> week of classes. More details forthcoming.

### **Group/team Class Presentation**

Throughout the semester groups of three and teams of two, will present 20 minute "mini-classes" on a topic related to the assigned reading. These topics will first of all introduce at least two self-selected books that tie-in with the assigned reading but may also introduce matters of critical response, controversy, and cultural context. Clear, typewritten outlines of your presentation will be turned in for grading.

### **Final Exam/In-Class Essay**

At the time of the final you will be given a short children's book that your essay will summarize, evaluate, contextualize, and connect to relevant examples and genres from among the works on our syllabus

## Participation

This includes the effort you put into your presentation and delivery of thoughtful reading responses, but more importantly it has to do with the regularity of your day to day contributions to discussion, answering and asking questions, responding thoughtfully to the contributions of others, feeling free to express disagreement, and paying respectful attention to the discussion taking place in class. Grades will be adjusted up or down on the basis of participation.

## Grades

The averaged grade for the reading responses, the conference paper proposal, the researched conference paper, class presentation and final In-Class essay) all count equally and will be averaged and adjusted according to degree of participation to arrive at the final semester grade. *Grades will not be curved.*

Grading is on a four point scale: A 4.0-3.6; B 3.5-2.5; C 2.4-1.4; D 1.3- 0.3; F 0.2-0.0.

## Policies, Rules, Regulations

- 1.) Late Work: No late work will be accepted unless you have made acceptable arrangements with me BEFORE the due date. "Before" means at least 24 hour notice.
- 2.) **You must complete all major assignments to pass the course.**
- 3.) Attendance: Obviously required. Four *un*-excused absences will result in the loss of half a letter grade, eight un-excused absences will result in loss of a whole letter grade, ten unexcused absences result in loss of one and one-half letter grades. If you accumulate more than ten absences, excused or not, you should consider dropping the course since you will half missed roughly a third or more of the semester and shouldn't expect anything better than a D should you remain in the class. If you need to miss class due to illness, a university event or other legitimately excusable reason, you should notify me as soon as possible and be



prepared to provide documentation of the situation. (Otherwise I won't be able to keep track of how often your grandmother dies).

- 4.) *Paper Grading:* Since this is a junior- level college course, I must assume an advanced command of writing mechanics/grammar, and acceptable usage. Ten or more errors in these areas within the first two pages of a paper means I stop reading and the paper gets a D.
- 5.) Plagiarism: English Department Statement on Plagiarism: “Any teacher who discovers an act of plagiarism – ‘The appropriation or imitation of the language, ideas, and/or thoughts of another author, and representation of them as one’s original work’ – has the right and the responsibility to impose upon the guilty student an appropriate penalty, up to and including immediate assignment of a grade of F for the course.” In less severe forms plagiarism may involve problematic citations and paraphrases that, though they suggest honest attempts to satisfy academic standards, will require revision before a grade can be assigned. Until documentation is corrected, the assignment's grade will remain a zero. NOTE: Consultants at **The Writing Center** can help you with the mechanics of correct quotation, paraphrase, summary, and citation of primary and secondary sources. They will also be happy to work with you on any other writing difficulties that may be threatening the acceptability of your work. Call for an appointment (581-5929) or drop in (CH3110) and be sure to bring materials – assignment sheet, drafts, copies of sources – with you. The Writing Center's hours are Monday through Thursday 9 am – 3 pm & 6—9 pm, and 9 am – 1 pm Fridays.
- 6.) MLA Style: Use MLA (Modern Language Association) style for the layout of your paper and for the documentation on your Works Cited page, and for the in-text citations referring readers to this list.
- 7.) Disabilities: Students with documented disabilities should contact the Office of Disability Services (581-6583) as soon as possible so we can work out appropriate accommodations.
- 8.) Students seeking Teacher Certification in English Language Arts should provide each of their English department professors with the yellow

form: "Application for English Department Approval to Student Teach."  
These are available in a rack outside the office of Dr. Donna Binns  
(CH3851). The sooner you get these to your professors the better.